Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**GHULAM AHMED COLLEGE OF EDUCATION**
Name of the head of the Institution	**Vibha Asthana**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**04023280281**
Mobile no.	**9949900733**
Registered Email	**gacoehyd@gmail.com**
Alternate Email	**vibha162001@gmail.com**
Address	**8-2-249 to 267, Road No.3, Banjara Hills.**
City/Town	**HYDERABAD**
State/UT	**Telangana**
Pincode	**500034**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Prof.Vibha Asthana**
Phone no/Alternate Phone no.	**04023280281**
Mobile no.	**9949900733**
Registered Email	**gacoehyd@gmail.com**
Alternate Email	**vibha162001@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://gacoe.ac.in/Appraisal/aqac.php

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://gacoe.ac.in/academic/academic_calender.php

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity Period From	Validity Period To
1	**B**	**2.08**	**2009**	**15-Sep-2009**	**14-Sep-2014**
2	**B++**	**2.8**	**2017**	**12-Sep-2017**	**11-Sep-2022**

6. Date of Establishment of IQAC	**25-Nov-2006**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Faculty Development Programms	28-Dec-2019 5	15
Regular meetings of IQAC were conducted	10-Mar-2020 3	14
Regular meetings of IQAC were conducted	10-Dec-2019 3	13
Regular meetings of IQAC were conducted	20-Jul-2019 2	14
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
GHULAM AHMED COLLEGE OF EDUCATION	UGC	CENTRAL GOVERNMENT	2020 0	0
		View File		

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	3
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1. Digitalization of library 2. Promotion of all round development of students teachers. 3. Stress on development of teaching skills in the students 4. Improvement of Infrastructure facilities in college 5. Special emphasis on Special education.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To provide comprehensive education to students with focus on overall development, with special emphasis on development of teaching skills, communication skills and research skills.	The students performed well in the Practical exams and their performance was appreciated by the external examiner. They passed the Board examinations with excellent grades. Literary activities helped in development of communication skills in the students. Research skills were developed through action research in B.Ed. students and monograph work in the students of MEd course.
[View File](#)	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
BOARD OF GOVERNORS, SES	30-Dec-2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	Yes
Date of Visit	18-Aug-2017
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	04-Jan-2020
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

- The academic schedule prepared by the Osmania University is followed scrupulously. College lecturers prepare advanced organizers before the beginning of every academic year. The teaching plans consist of detailed apportionment of the syllabus. The apportioning is done democratically through

discussion and deliberations among faculties in the staffmeetings. Faculty members take utmost care to complete the syllabus in time. • Tutorials/projects, class tests and internal assessments comprise the formal evaluative processes, but students are encouraged to meet faculty beyond classroom hours for doubt-clearing and curricular discussions. • This ensures systematic implementation of the curricular activities. The teaching staff and infrastructure facilities needed for implementing the various activities enlisted in the curriculum are made available in the college. Laboratories are constantly updated. • Academic Calendar of all the courses is displayed on the college website. • The Timetable Committee headed by the Principal and a senior Faculty Member draws up a detailed timetable which efficiently deploys the units of time for academic and co-curricular purposes as for example, theory, practical, tutorial, ICT, life-skill ,value education and add-on classes thereby ensuring a balance between the different types of engagement a student is expected to participate in. • Seminars, workshops are organized. • Projects are carried out in a systematic manner. • Monthly review by the principal to see if the lecturers are following their advanced organizers, completing the syllabus, taking attendance regularly, etc. • Resource persons, project in-charges assigned for various projects on the basis of capability/ qualification/ experience of the lecturers. • Periodic tests are conducted and answer papers are given back to the students, marks awarded on the basis of their performance. • Vacations are reduced to provide extra coaching to students. • Lecturers and librarian attend various orientation programs, seminars and refresher courses etc to upgrade their knowledge regarding curricular aspects and enhance their skills. • Provision of computers with Internet and a well-furnished library also helps in quality improvement. • Extension lectures by eminent professors and heads of institutions are arranged.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NONE	NONE	Nil	0	NONE	NONE

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
B.A.BEd	NA	26/07/2019
[View File](#)		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Under Graduate	19/09/2019
MEd	Post Graduate	26/09/2019

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Human Rights and Empowerment	01/12/2019	100
Value Education	10/12/2019	100
Advanced Computer skills	18/12/2019	100
Legal awareness	20/01/2020	100
Public speaking	10/02/2020	100
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Teaching Practice Programme	100
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The feedback taken from the out going students of all courses is given to each Faculty member by the Principal after being collated, statistically analyzed and tabulated, clarifying, if need be, for quality enhancement in teaching methodology. Observations on general trends are also made. A self-appraisal is prepared by each teacher. The Principal intervenes and addresses possible areas of improvement. She also evaluates these with each teacher, motivating her/him to look at specific areas where growth is needed. Efforts are made to motivate parents to process feedback forms on the College. Evaluation of all college programmes with the respective stake-holders is conducted. An annual feedback -is done with the teachers. Similarly a feedback is done with the out-going Student Council before they leave college. The feedback collected from the different sources regarding changes to be brought about in the curriculum is analyzed and the areas of improvement are identified. On the basis of the feedback, the following changes were brought about in the curriculum. ? Learning of the State song of Telangana- College students were trained in the singing of Telangana Anthem as many school authorities gave feedback that teachers donot know how to sing Telangana Anthem. ? Students are taught to make teaching aids using low cost material. Artists and other resource persons are invited to teach the students. ? Practical methods of dealing with slow learners are taught. ? Different techniques of remedial teaching are discussed. ? Special emphasis is given to over all development of personality of teachers. ? Stress on development of morals and ethics. '

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Under Graduate	100	100	100
MEd	Post Graduate	50	50	50
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	100	50	16	10	26

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
26	24	12	4	Nill	2
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

There is a tutorial system in the college where teachers act as academic mentors. A student counselor, Dr.Suman, meets every student of the college and offers counseling to those seeking personal help. She also enables academic mentoring. Help by both college teachers and the counsellor is availed of by parents as well, depending upon the gravity of the need. Each lecturer is identified as a mentor for a group of minimum 15 students.The Mentors are provided access to the profile of the students and also to their contact details. Well-trained teachers who know the background of the students are made responsible. Generally, the Mentors provide encouragement, motivation and counselling support. Where the student requires additional help which is beyond the abilities of the Mentor, s/he guides the students to the right person. Mentors help greatly in identifying diversity in terms of learning challenges as well. They provide firsthand support to the students with difficulties and gives relevant inputs to the methodology teachers to help them be more effective in handling these students. The student Mentor's contact details are shared with the parents/guardians. Similarly, the Mentor has the contact details of the parents/guardian. The Mentors also provide additional support in terms of providing career guidance. When students graduate and seek higher studies(M.Ed), almost always the students approach the Mentors for providing them with references. Many Mentors also encourage students to collaborate with them in projects or in academic writing, especially when students share their academic interests. This, although less common, greatly helps the students in giving them an edge over their competitors elsewhere. Such Mentors also guide these students during their projects and internships. This is of immense benefit to the students involved. Mentors who are in charge of student clubs generally work with students who share common curricular or extracurricular interests. Such Mentors are usually experts in a field and are passionate about the domains of their clubs. Their passion being contagious, students who are part of such clubs greatly thrive and excel in those domains. All Mentors have direct access to the Principal. Mentors are authorized to report any challenge

immediately and seek resources that are required. Mentors also maintain record about student progression. Through the Mentorship program many teacher-student bonds for a lifetime get developed. These mentors play the role of a caring adult and offer themselves as role models. Especially in the context of students who come from broken or conflicted families, the significance of the role played by these teachers, going way beyond what is their routine job as teachers, cannot be overstated. The mentors in our college have the following duties and responsibilities - - Maintain the details of their mentees- personal information, qualifications,etc. - Continuously monitor the overall progress of the student teacher. - Guidance during tests and examinations - Collect feedback, - Discuss the problems faced by each student and advise them in overcoming the difficulties. - Mentors also guide the students at the time of projects.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
300	26	1:9

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
26	26	Nill	2	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	NONE	Lecturer	NONE
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MEd	709	2017-19	10/10/2019	27/12/2019
BEd	701	2017-19	25/05/2019	09/07/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

ASSESSMENT OF THEORY: The Continuous Internal Evaluation system in the college is as prescribed by the Osmania University. The college conducts midterm exams, and pre- final exams. The performance of students is assessed through these examinations and feedback is provided to them. 1. Unit tests are conducted by a few lecturers after completion of a unit. 2. A few lecturers get flow charts prepare by the students .This include a summary of the portion covered. Evaluating the student teacher's proficiency in teaching : Tests in School subjects – After the students join the college their knowledge in school subjects is tested by conducting tests in school content. Micro teaching – Each student practices 10 micro skills under the guidance and supervision of teacher educators. Marks are allotted for micro teaching by the college lecturers. Macro teaching – Writing of lesson plans for micro as well as macro teaching. – These lesson plans are corrected by the lecturers and feed back is given to the

students. Evaluating the teaching aids prepared- assessing the teaching aids prepared by the student teachers and giving them a feed back. Teaching: The teaching lessons of the student teachers are evaluated by experienced school teachers. A evaluation tool is given to the supervising teachers. The methodology lecturers also evaluate the teaching when they visit the schools. The teaching proficiency is based on the trainee's mastery of the content of the subject, ability to communicate effectively, ability to create and sustain students interest in the lesson, ability to frame and ask probing and thought provoking questions, ability to recapitulate and summarize, etc. Marks are allotted to student teachers for macro teaching by the school teachers and the methodology lecturers. Peer observation – The fellow student teachers also observe the lessons of one another and give constructive suggestions. Conducting the Scholastic achievement test: The students prepare a blue print of the test to be conducted and get it corrected by their methodology lecturers. Then they make the question paper and get it corrected, only then they administer the test. Teaching practice cum internship diary (TPID). Each student has to maintain a TPID during his/ her internship programme. Marks are allotted to the students by the school head master of the school. The students are evaluated for their teaching practice, scholastic achievement test record and teaching practice cum internship diary. NGC activities: are taken up in the schools. Students submit a record of all the activities they conduct and are evaluated for the same. Evaluation of Projects: The students have to complete 7 projects in the B.Ed course. These projects are evaluated by a jury of experts in the college. Two to five lecturers are appointed as jury members for different projects. The students are asked to show case their findings and a viva voce exam is conducted. Evaluation of practical work in laboratories – like psychology and science laboratory, SUPW work, etc. The internal assessment marks are forwarded to the Head Department of Education, soon after the project or assignment is completed.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar is prepared by the Osmania University and sent to all the constituent institutions. The same calendar is followed by the college. The Academic Calendar of an affiliated College is constrained by the Almanac prepared by the University, whether it is about assessments or about completion of the Course. However, the College has tried to introduce several additional aspects of learning including celebration of special days, celebrating the diversity of the student communities' talents and capabilities and skills in various ways. The College strictly adheres to the Almanac prepared by the University. However, our Academic Calendar goes way beyond the Almanac and ensures that the College's commitment to holistic education and students experiences are fulfilled through a well-planned year.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://gacoe.ac.in/Appraisal/2.6.1%20Student%20Performance%20and%20Learning%20Outcomes.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage

701	MEd	Post Graduate	40	37	93
709	BEd	Under Graduate	96	94	97.90%
[View File](#)					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://docs.google.com/forms/d/1EQBycNaY-MUtMNCJJcw60a007oe40X1LXHRnxrQfcZ8/viewform?edit_requested=true

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	0	-	0	0
Minor Projects	0	-	0	0
Interdisciplinary Projects	4	Sultan Ul Uloom Education Society	0.1	0.1
Interdisciplinary Projects	0	-	0	0
Projects sponsored by the University	0	-	0	0
Students Research Projects (Other than compulsory by the University)	0	-	0	0
International Projects	0	-	0	0
Any Other (Specify)	0	-	0	0
Total	0	-	0	0
[View File](#)				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
-	-	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
-	-	-	Nill	-

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
-	-	-	-	-	Nill

View File

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
EDUCATION	Nill

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	Nill	0
International	Education	Nill	0

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	1
Urdu	1

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
-	-	-	2019	Nill	-	Nill

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
-	-	-	2019	Nill	Nill	-

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	3	4	10	10
Presented papers	Nill	1	2	Nill
Resource persons	Nill	Nill	Nill	6
[View File](#)				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Orientation programme for sultan-ul-loom public school teachers.	Ahmed Ghulam College of Education. Banjara Hills.	3	30
[View File](#)			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
-	-	-	Nill
[View File](#)			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
3.Awareness programme	Sultan –ul-loom-education society	Awareness programme on union budget Awareness programme on union budget	3	50
2.Awareness programme	Sultan –ul-loom-education society	Awareness programme on safety for women	3	50
1.Workshop on integrating technology into classroom	Balaswecha	Integrating technology into Classroom	2	10
[View File](#)			

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
-	-	-	Nill

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Professional	Teaching practice	Government and private schools of twin cities	25/11/2019	30/11/2019	Student Teachers
Professional	Teaching practice	Government and private schools of twin cities	02/12/2019	19/02/2020	Student Teachers
Professional	Teaching practice	Government and private schools of twin cities	19/08/2019	21/10/2019	Student Teachers

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
-	Nill	-	Nill

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
292000	225000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Others	Existing

Value of the equipment purchased during the year (rs. in lakhs)	Existing
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing

View File

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Educ.Tech.	Partially	V.1.0.1	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10529	1036944	176	54581	10705	1091525
Reference Books	2221	325220	50	3500	2271	328720
e-Books	Nill	Nill	Nill	Nill	Nill	Nill
Journals	Nill	Nill	24	Nill	24	Nill
e-Journals	Nill	Nill	Nill	Nill	Nill	Nill
Digital Database	Nill	Nill	Nill	Nill	Nill	Nill
CD & Video	Nill	Nill	Nill	Nill	Nill	Nill
Library Automation	Nill	Nill	Nill	Nill	Nill	Nill
Weeding (hard & soft)	Nill	Nill	Nill	Nill	Nill	Nill
Others(specify)	Nill	Nill	Nill	Nill	Nill	Nill

View File

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content

Professor Vibha Asthana	e-Module	YouTube	Nill
Dr. N. Saroja	e-Module	YouTube	Nill
Rafiya Sultana	e-Module	YouTube	Nill
Dr. Deevena Pauleen	e-Module	YouTube	Nill
Noor Ul Huda	e-Module	YouTube	Nill

[View File](#)

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	80	2	3	2	2	4	2	100	0
Added	0	0	0	0	0	0	0	0	0
Total	80	2	3	2	2	4	2	100	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
T-SAT Network SCERT (TTP)	https://youtu.be/q0qIE2kKYxc

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
228000	111000	768000	768000

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Stock registers are maintained in all the laboratories. Student teachers use the labs for the following purposes: Natural Science: (Physical science and Biological science) and Mathematics laboratory Carrying out various experiments of school syllabus in physical science and biological science. Social Studies Lab: Drawing maps, preparing charts, models of volcanoes, forests, etc. Personality Development and communicative English Laboratory: Listening to audio clips to develop the listening and speaking skills, correct pronunciation, intonation and accent. Psychology cum Case study Laboratory: Conduct experiments and administer psychological tests, analyze and interpret data. Library : For professional development and enhancing knowledge in different pedagogical methods. Sport complex : For physical fitness of students and it is also helpful in taking break from regular academic activities.

Educational Technology and Computer Education Laboratory: Use audio visual aids like LCD, overhead, slide projectors. They prepare transparencies and slides

http://gacoe.ac.in/Appraisal/Procedures%20and%20policies.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Financial support from government Fee re- imbursement scholarship	56	1349800
Financial Support from Other Sources			
a) National	NIL	Nill	Nill
b)International	NIL	Nill	Nill
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
2.Yoga Asanas	21/06/2019	100	GACE
1. Development of ICT skills in laboratory and Classrooms.	03/03/2020	100	GACE
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2019	Tutorials and Counselling	30	75	14	64
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
2	2	4

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
1. VIP International 2. Hyderabad Grammar School 3. Focus High school 4. Iqbalia School 5. Gitanjali school 6. SUPS 7. Hidayah Islamic international school 8. Our School of Excellence 9. Gowtham Model High School 10. Good Will High School 11. Madina	80	64	1. SUPS Hafiz Baba Nagar, 2.SUPS Syed Ali Chabutra	32	3
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	20	B.Ed	Education	AMS COE, GACE,IASE, Other	M. Ed Other
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	5
Any Other	9
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Throw Ball 9	College	28
Badminton 9	College	16

chess 9	College	8
Caroms 9	College	20
Drama 9	College	100
Singing 9	College	10
Elocution 9	College	20
Mehndi 9	College	10

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Not Applicable	National	Nill	Nill	Not Applicable	Not Applicable

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

After the new batch of students join the college, class representatives are elected through elections. So the student Council is an elected body and it takes active part in organizing different activities of the college. Its aim is to connect the student body with administrators and alumni, as well as to support College initiatives in the areas of recruitment and development. The co curricular and extracurricular activities are organised after a detailed discussion with the student council. They are actively involved when seminars and conferences are held in the college. The College of Educations Student Council provides an opportunity for all Education students to work together in strengthening the communication links between students, faculty, and administrators. While focusing on issues related to teacher preparation and education in general, the Councils activities include speakers, workshops, and social events. We have student representatives in almost all the committees in the college, like the sports committee, library committee, the culture committee, the research committee, etc. Two students, one from senior batch and one from junior batch are there in each Committee that takes important decisions.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

620

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Twice a year community awareness program like Swatch Bharat, tree plantation

career options and preparation of teaching aids were the programs organized by the alumni.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The success of an institution is the result of the combined efforts of all who work towards attaining the vision and mission of the institution. Right from the Hon.Secretary of the Sultan Ul Uloom Society to the staff and students, all the stakeholders have a role to play in successful running of the college. Their involvement and cooperation in devising and implementing decision making policies for academic and administrative affairs through various bodies and committees have contributed to the growth of the college. 1. The Institution focuses keenly on decentralization by providing equal opportunity (equal role to participate is the functioning of the Institution to everyone). The management comprises of the Board of Governors, college governing council and at college level there are many committees with specific functions. They cater to the needs of institution for the ongoing progress and development of the Institution. The Board of Governors, take care of infrastructure facilities. It also extends all the amenities for the teaching and non teaching faculty and students. College Governing Council takes care of financial management and the implementation of facilities for the institution to upgrade the standard of amenities which support the teaching learning and research aspects. It guides and articulates the available resources and provides freehand to the head of the Institution to carry out the activities in order to reach the expected maximum standard in turn to motivate the teaching and non teaching faculty to work according to the goals set. 2. The Principal, Heads of the departments, teaching and non teaching faculty along with student union members, class student representatives together concentrate on fostering the progress of institution by sharing the responsibilities and participate growth of institution and to act according to the aims and objectives of the Institution. 1.Principal Level - Principal is the chairperson of the IQAC. The Principal in consultation with the Teachers of different committees for planning and implementation of different academic, student administration and related policies. Internal Quality Assurance Cell (IQAC), Library Management Committee, Extension Activities Students Welfare Committee, Environment Awareness , Students Grievance Redressal Committee, etc. Following committees are constituted in accordance with the UGC guidelines: Time Table Committee, Admission Committee, Research Monitoring Committee, Sexual Harassment Prevention Women's Grievance Redresseal Committee. 2. Faculty level- Faculty members are given representation in various committees/cells nominated by the principal and the Governing body, in the IQAC and other committees. Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members. Following are the different sub-committees which have been nominated by Principal and Placement and career counselling cell. 3. Students Level:- For the development of students, various cells are established at college level. Students are empowered to play important role in different activities. Functioning of different roles and responsibilities at various clubs and committees for further reinforces decentralization .The growth of institute depends on how faculty students grows.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):	
Strategy Type	Details
Curriculum Development	The procedure for admissions is through the convener, EDCET. Information from application forms for admission was used for the filling up of University Registration and Examination Forms. The admission procedure was speeded up and involved all staff members.
Teaching and Learning	College students were sent to school for blind, NI for mentally handicapped at Bowenpally for observation and to learn about the functioning of these institutions. Students were sent to schools especially government schools of twin cities for their teaching practice program, internship and for project work.
Examination and Evaluation	College has well structured human resource management system viz. Problems are initially solved by the principal and if it is beyond her jurisdiction then these are sent to respective authorities e.g. management, director higher education or university. Similarly a number of committees are constituted to deal with specific problem. For health related issues a medical doctor is available in the campus. ? Stress is on personality development and development of communication skills. A staff development program was conducted for all the teaching staff of the college. College annual day was celebrated. An annual picnic was organised for students to a popular resort in Hyderabad.
Research and Development	Two labs exclusively dedicated for computer learning have been created in the college. In PG departments multiple number of computers have been provided which are used by the faculty members and MED students. Physical infrastructure like building, furniture, water and electricity andother equipment including computers are properly maintained by staff and in case of major problems outside concerned persons are hired for rectification. A toilet for persons with disability was also constructed.
Library, ICT and Physical Infrastructure / Instrumentation	The Research Cell holds regular meetings and programmes and

	presentations to broaden the academic perspectives through presentations of research done by students and faculty. MEd students take up monograph work and submit a detailed report.
Human Resource Management	Our College is known for its sanctity in the conduct of examinations. College maintains strict standards and students are sensitized about the examination conduct in the college. College declares dates when students can see their evaluated answer script and at the same time teachers also point out deficiencies in answer, if any. Teachers during lectures also guide students how to write good answers. Some model practical records are shown to students for guidance. Continuous evaluation is done for the students. All year round evaluation through class tests, tutorials, student seminars/presentations keeps the students in touch with their subject.
Industry Interaction / Collaboration	Teachers are sent to refreshers courses and orientationprograms to upgrade themselves and are asked to select books of their choice for library. Teachers were also asked to frame questions in such manner that students thinking get stimulated and in class room they were asked to use examples from day to day life, in their subjects and also to explain about current development in their field. Workshops seminars are conducted for college students to develop confidence in them. Regular use of ICT in classrooms contributed to enhancement of Teaching-Learning. Extension Lectures on relevant topics broadens the perspective of students. Language Lab for the B.Ed. students helps in developing communication skills. Personality development program is organised by the Amjad Ali Khan Finishing School. This course, because of its employability value, has been continued as an add-on course initiative by the college. Stress is on communication skills development also.
Admission of Students	Many Senior faculty members are members of Board of studies, Osmania University. They play constructive role in devising and upgrading of syllabus on the basis of their past experience, discussions with colleagues or peers, subject experts and current trends in

	the development of the subjects A lot of extra activities are taken up by the college students besides the Curriculum which is decided by the Osmania University. The Curriculum of the B.Ed. and M.ed. course of the university is very comprehensive and all inclusive. Still depending on the needs of the students in every batch, extra activities are added to the existing curriculum.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Planning is done in consultation with the Hon. Secretary, many a times the correspondence is through emails. Members from faculty, an architect, an engineer, contractor, teachers and office staff assist in the planning and execution of renovation of the college. The Planning Board, comprising of teachers, non-teaching staff, discusses financial matters regarding grants received, needs of departments so as to plan and budget.
Administration	Office transactions are computerized. MIS is in place, partially. The website displays notices before admission, and reports of recent events written by students. Most of the Accounts documentation is digitally maintained, student information likewise.
Finance and Accounts	A Budget is prepared at the beginning of the financial year. The Library committee prepares and plans for the book budget TALLY is used by the accountant for accounting.
Student Admission and Support	The Student Council is the liaison between the students and the staff. Academic support is provided to weak students. The Library welcomes students for reference and study. A Book Bank is also available. In case of serious illness, students are visited in hospital by staff and companions. So too during bereavement of family members. Financially challenged students receive sponsorship through 'Minority Scholarship scheme'. A whats app group of the students is formed and they are informed about any event through e-messages.
Examination	- Board exam is conducted by Osmania University at the end of each Semester. Both B.ED and M.Ed courses have 4

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2020	Nishat Sultana	Workshop on Mathematics	Focus High School	350
2020	D.Pauleen	Workshop on Mathematics	Focus High School	350
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	National policy of Education, 2020- its impact on Teacher Education	Importance of use of technology in todays times	05/12/2019	06/12/2020	22	5
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
9. Use of Tool kit for Collaboration Skills	1	18/07/2019	18/07/2019	5
8. Workshop on Demonstration of Art and Craft items	4	24/06/2019	26/06/2020	15
1. NEP 2019- Restoring integrity to Teacher	5	08/05/2019	08/05/2019	6

Education				
4. Gandhijis NaiTalim	1	23/07/2019	27/07/2019	30
3. Reflection on NEP 2019	3	25/07/2019	26/07/2019	12
2. Inclusive equity with a qualitative research perspective	1	04/07/2019	04/07/2019	5
5.Research Methodolgy	3	28/01/2020	28/01/2020	6
6. Importance of work experience for student teachers	20	28/12/2019	04/01/2020	30
7. Workshop on Demonstration and preparation of teaching aids	4	22/06/2019	22/06/2019	5
10. State Seminar on,A step towards transforming Education in the light of NEP 2020	10	07/08/2019	07/08/2019	6

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	1	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Leave benefits, ESI Scheme, EPF, etc	Orientation programs	Scholarships for financially weak students

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

College Accounts are maintained by a dedicated account section. Account records are regularly audited by internal and external auditors. Internal auditors are appointed by the Board of Governors, SES to comprehensively check the accounts. These internal auditors come from other Campus institutes to prevent any favourable considerations. Report of the IA is submitted to management and actions are initiated by them as per the findings in the audited reports. The external auditors conduct audit every year. The report is sent to the management for information and record.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)		
Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	NA

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Nill	Nill	Yes	Sultan Ul Uloom Education Society
Administrative	Nill	Nill	Yes	Sultan Ul Uloom Education Society

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Parents Teachers Association is a very important part of the college activity by which teachers can coordinate with the parents of college students studying and prepare themselves better according to the needs of the students. The Key points discussed in the interaction of the parents Teachers Association this year were 1 Encourage the students to come college regularly and not to get the girl students married in the middle of the course.. 2 Parents offered support in improvement of colleges academic environment. 3 Some parents showed willingness to take classes of their specialization in the college.

6.5.3 – Development programmes for support staff (at least three)

1. Administrative Training 2. Encouraging them to acquire computer skills 3. Interaction of support staff with with motivational speakers

6.5.4 – Post Accreditation initiative(s) (mention at least three)

Facility for digitalization of education provided Washrooms and other areas renovated Wifi facility given to staff and students

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2020	Up gradation of Infrastructu	10/07/2019	10/09/2019	24/12/2019	Nill

re for welfare of college students.				

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Essay Writing competition for the students on the topic Preventing and Combating Violence against Women.	05/03/2020	05/03/2020	40	2
Elocution competition on the topic "Guaranteeing Equal Access of Women to Justice".	07/03/2020	07/03/2020	20	2
Awareness lecture by faculty on ``Achieving Balanced Participation of Women and Men in Academics and Social Life"	06/03/2020	06/03/2020	85	2
Pledge on Women Empowerment for all students	06/03/2020	06/03/2020	84	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

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Percentage of power requirement of the University met by the renewable energy sources

</div>

Ghulam Ahmed College places a high emphasis on energy conservation and utilisation of renewable energy sources. The campus is lined up with solar lights on the roads which conserve energy. The classrooms are well ventilated with good air circulation and natural light flowing in. Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful gardens. These help in maintaining pollution free environment.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nill
Provision for lift	Yes	Nill
Ramp/Rails	Yes	Nill
Braille Software/facilities	No	Nill
Rest Rooms	Yes	Nill
Scribes for examination	Yes	Nill
Special skill development for differently abled students	No	Nill
Any other similar facility	No	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	14/06/2019	3	Awareness programme for GHMC sanitation workers	B. Ed students conducted an awareness programme to educate the sanitation workers of GHMC on the steps required to eradicate mosquitoes with additional tips to improve cleanliness and hygiene.	30
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)

Edu Vision	23/12/2019	The college publishes an annual magazine called Edu Vision which has articles on Human Values and Professional Ethics. These articles are written by the staff and students and comprise a wide range of topics that help student teachers during their internship in schools in developing human values among school children. The magazine is distributed to all the students of B. Ed and M. Ed courses in the college and is also sent to various school teachers and principals.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Seminar On Personality Development for the students	15/10/2019	16/10/2019	25
Seminar on International Yoga Day celebrations	21/06/2019	22/06/2019	30

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

* Increased LED lighting
* Green initiatives adopted by the students
* Rain Water harvesting
* Use of plastic banned in college campus
* Smoking free campus
* Litter free campus
* Sapling plantation
* Installation of water-saving faucets in toilets
* Campus cleaning once a week

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Title of the Practice: WORK EXPERIENCE AS A TEACHING LEARNING PROCESS Context of Practice: Education needs to focus on all-round development and it is best obtained through experience. Education is effective when it is transacted through experiential learning activities. Education is ever-changing and there is a need for teachers who can adapt to the rapidly evolving learning environment Mahatma Gandhi National Council of Rural Education (MGNCRE) is the forerunner for various path breaking activities including propelling Vocational

Education (Productive Work with Economic Value), Nai Talim and Experiential Learning (VENTEL) activities. They have organised an induction programme for the teacher educators of our college. Considering the utility of this programme, we have adopted it in our B. Ed course. Osmania University has also included Nai Talim in the B. Ed course curriculum of the fourth semester. Following the concepts of Nai Talim and through their experiential learning in the college, the student teachers can plan and organise similar learning activities when they start internship and later when they start working at schools. Faculty of the college is oriented on the transaction of the experiential learning activities suggested by the VENTEL Action Plan for integration in the B.Ed. teacher training programme. Some of the activities focusing on Work Experience and Experiential Learning are proposed to be incorporated in the regular teaching and assessment practices of the B Ed Course. Objectives: i. To instil the ability to learn the concepts from a practical and work perspective. ii. To sensitize the student teachers to be self-dependent, grounded and to value the experiential learning. iii. To develop observation, experimentation and experience through practical and utilitarian subjects like productive work. iv. To emphasise discovery method of learning with the teacher allowing the learners to present facts that they have observed and learnt. v. To encourage the teacher trainees to focus on basic instincts, interests and tendencies of the child to be free and to be in natural surroundings. vi. To motivate the teacher trainees to focus on developing the 3Hs – Head, Heart and Hand in order to make the child self-reliant leading to a self-reliant community. vii. To encourage and focus on different life skills in order to make earning from any field such as making masks, sanitisers, food products, waste management techniques, other arts and crafts, etc viii. To promote "learning without burden" by a paradigm shift from rote learning to contemporary learner-centric activities, which impact the cognitive, affective and psychomotor domains of the child. Practice: The college organized several teams for different areas of work experience and experiential learning. Each area of work experience is coordinated by a senior faculty member, as follows: 1. Vocational education (Productive work with economic value to build entrepreneurship / employability): Making masks, sanitiser, soap, weaving, tailoring, book binding etc. 2. Self-Reliance (Food, Clothing and Shelter): Growing food plants / kitchen garden, cooking food, water conservation, household maintenance works, use of tools etc. 3. Swachhata Health: Waste management, composting, using solar energy, clean toilets, safe drinking water, post-Covid sanitisation, yoga etc. 4. Community engagement / Field engagement: Conducting surveys on local problems, health care support for the community, serving water and food to the local community, festivals fairs, paralegal clinics etc. The teacher trainees have been given orientation lectures on these activities through online classes and advised to take up activities on the areas of their interest from those outlined above. In the coming semester, when the teacher trainees will attend the college, practical work experience activities will be taken up. Impact of the Practice: Student teachers have developed positive attitude towards work experience and experiential learning approach to support their future teaching activities. They will be able to gear themselves to adopt diverse work experience programs in the learning process of their students in the classrooms. They will also learn to involve the local community in these work experience activities and acquire the required resources from the local community. Obstacles Faced During Practice and Resources Required: Covid-19 lockdown has been the major obstacle in the implementation of the Practice. The student teachers faced difficulties in carrying out the work experience activities from their homes. It is hoped that the activity will be organized more effectively after the college is opened for the students. Best Practice- 2 Title of the Practice: Employability skill development through Student Mentoring Context of Practice: In the present day scenario, the field of education expects a candidate to have expertise in

the field with skills like technical, interpersonal and relationship building skills in order to communicate and collaborate effectively. Objectives: • To inculcate the students with professional and ethical attitude, effective communication proficiency, teamwork skill and multidisciplinary talents. • To instil strong knowledge and to enhance the soft skills in the minds of the graduates with a view to fulfil the needs of the academic field. Practice: • In the mentorship scheme, a mentor is allocated with a group of fifteen students approximately (mentees). • Awareness and Training are provided on various activities like career, goal setting, presentation skills, communication skills, resume writing, etc. • Motivational programs are conducted to motivate as well as ignite their thinking ability. • Written and oral communication skill development trainings are conducted for all the students. Impact of the Practice: Student teachers improve their essential skills like presentation and communication skills in addition to gaining enhanced confidence. Obstacles Faced During Practice and Resources Required: Student teachers from rural areas have experienced difficulties in communicating due to lack of spoken English skills. Consequently they have also faced challenges in coping up with the academic curriculum. These are some of the challenges faced by mentors in building confidence among the students.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://gacoe.ac.in/Appraisal/Best%20Practices.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Defining our success as an institution requires us to carefully assess our students' short-term objectives relative to their long-term goals and to provide the right curricula, academic support and services to help them achieve these goals. At Ghulam Ahmed College of Education, this means supporting a diverse student population striving for a wide range of outcomes. Our college measures its academic achievements by establishing goals and expectations tied to our students' aspirations. We compare our outcomes to university standards, but we are never satisfied by merely meeting the acceptable mark. Instead, we aim to have a positive impact in our community and the wider society by producing student teachers who exceed expectations not just in terms of their academic achievements but also in what they are able to accomplish after leaving the college. With a holistic approach we focus on the entire student experience, assisting each individual on his or her academic journey. We engage the students at every point along the academic journey, equipping them with the information they need to make career decisions early so that they are driven to succeed in their chosen fields. The college offers several activities to students such as new student orientation and mentorship programmes. These offerings are part of a strategic approach towards helping students by providing important information and managing expectations. To support current students, we have established a series of program progression benchmarks monitored through academic advising. Learning is dependent on the pedagogical approaches our teachers use in the classroom. Pedagogy refers to the "interactions between teachers, students, and the learning environment and the learning tasks." Effective pedagogy has led to academic achievement, social and emotional development, acquisition of technical skills, and a general ability to contribute to society. Some of the pedagogy strategies include the following: a. strong grasp of pedagogical approaches specific to the subject matter and age of the learners b. appropriate use of wholeclass, small group, and pair work c. meaningful incorporation of teaching and learning materials in addition to the textbook d. frequent opportunities for students to answer and

expand upon responses to questions e. varied lesson activities f. positive attitude towards students and belief in their capacity to learn. We supplement our academic programs with extracurricular activities. Preparing students for the future involves equipping them with the knowledge, know-how, skills and attitude to be winners. In addition to academic excellence, our students have consistently excelled in co-curricular activities at the inter-collegiate level. To accomplish our vision with every advancing semester we earnestly aim to raise the bar and set high standards for ourselves, so that our students have the best possible holistic experience with us.

Provide the weblink of the institution
http://gacoe.ac.in/Appraisal/Performance%20of%20the%20institution%20in%20a%20year%202019.pdf

8.Future Plans of Actions for Next Academic Year

 The college envisions to make a significant contribution to nation building cater to the needs of the society by creating a research oriented intellectual domain that initiates nourishes values of humanity, conscious co-existence achievement of excellence. Thus, the college believes in creating new frontiers of knowledge in quest for development of a Humane Society. GACE moves on with the following future plan of action for the next academic session- 1. Implementation of ICT/e-governance in all the administrative academic sections to make the campus fully automated. 2. Thrust on Research - Promoting Academic Interaction and Research culture in the college students and staff. 3. To increase national International Linkage with Universities higher education Institutions. 4. To upgrade the examination evaluation system of the college through regular online – MCQ's exam pattern, Mock Test prepare the students for various competitive examination- TET, NET, etc. in a better way. 5.To ensure a plastic free, Junk food free Tobacco free campus make the campus eco-friendly. 6. Strengthening the Alumni database their contribution at the college level. 7. To enhance upgrade the resources of Laboratory facilities for creating Advanced Research Environment. 8. Implementation of better Laboratory Safety Guidelines in all the laboratories. 9. Usage of e-Resources in all the academic departments. 10. Implementation of online attendance mechanism both for students faculty members. 11. Timely submission of AQAR for the upcoming academic session. 12. The college plans to increase the ICT enabled teaching atmosphere to increase the e-content development facility by the staff members in the various platforms like- MOOCs Swayam. 15. The college plans to strengthen the staff development facility and organize regular training programs for capacity building and workshops for both teaching non-teaching staff members.